**Unit Plan**

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| **Department:** | | **World Languages** | |
| **Course:** | | **Spanish 2** | |
| **Theme:** | | **Travel and Contemporary Life AP Theme** | |
| **Topic:** | | **“Travel the world”** | |
| **Learning Scenario** | | Students will be able to make arrangements for an extended trip overseas, determine an itinerary, describe the ideal vacation spot, choose restaurants for meals, find lodging, make purchases, ask for and follow directions, and interview others about their travel experiences and describe their vacation to others. | |
| **Standard(s):** | | State and national standards are given in the course outline. Course level enduring understandings and essential questions are also in the course outline. | |
| **Desired Results** | | | |
| **Understandings** | | * Travel abroad is a rewarding and exciting learning experienceTravel is a learning experience. * Travel to a Spanish-speaking country is feasible and will allow students to encounter new perspectives, products, and people. I’m not sure you need this one. | |
| **Essential Questions** | | * What can I learn about myself and about other people and cultures during a trip abroad? * What experiences will be different and similar to experiences that I might have in my home community? | |
| **Skills / Functions**  what students will know and be able to do | | | **Knowledge**  what students will need in terms of vocabulary and structures to demonstrate their knowledge |
| Make travel arrangements for an extended trip overseas | | | Basic conditional (me gustaría, prefería, quería, podría)  Transportation vocabulary, asking questions |
| Ask for and follow directions | | | Recognize commands  Interrogatives  Prepositions (a la, al, de la, del, de los, de las, delante de, cerca de, lejos de, a la izquierda de, a la derecha de, todo derecho, enfrente de, detras de) |
| Determine an itinerary for the trip | | | Ordinal numbers and sequencing  Ir + a + verb |
| Packing for vacation | | | Review noun – adjective agreement |
| Order food in restaurants for lunch and dinner | | | Servir, pedir, dar  Gustar and gustar-like verbs |
| Make purchases in markets and other stores | | | Expressions of courtesy |
| Interview others about their travel experiences and describe your vacation to others. | | | Preterito, imprerfecto |
| **Assessment Evidence** | | | |
| **Performance Task Summary**  **(Integrated Performance Assessment)** | | | |
| Interpretive | Read two authentic travel brochures, and decide which brochure promotes the vacation that *would* be of most interest to you. Write an e-mail to a friend explaining which you would like to go on/ which you would prefer and why, and what you would want to do on that trip. | | |
| Interpersonal | Interview a classmate about their imaginary trip to the place they chose from the brochure readings. Include how you got there, what you brought, lodging, activities, what you ate, and what you did. Discuss daily activities while on trip as well as specific events they experienced. | | |
| Presentational | Create a short video blog about your trip. In video, describe to audience the site, and what you did there. Using basic conditional expressions, give recommendations as to where viewers should go, and what they could do. | | |
| **Formative Assessments** | | | **Other Summative Assessments** |
| -Open-air market shopping activity  -Create a map of your hometown from the perspective of your home, and give directions to get from home to school, using prepositions.  -Create a Voki presenting about one place of interest and “selling” it to audience.  -Comment on other students Voki’s as to whether they would like to go to the places described.  -Write a postcards, e-mails, or blogposts about:   * what you needed to bring for your trip * your restaurant dining experience * your market shopping experience * your lodging and arrival at destination   (teacher discretion/choice of topics) | | | -Write a review of a restaurant.  -Read information given on authentic travel website, and 3 profiles or blogs written by different potential travelers. Evaluate for traveler the vacation would be most appropriate, and give reasons why (in English).  -Compare and contrast your everyday vacation activities and routine with a classmate who you have just “run into” on your vacation. |
| Learning Activities | | | |
| -Double-entry journal responding to daily or frequent prompts, and reflecting on their achievement of learning objectives.  -Practice interviews and un-scripted conversations; some with teacher feedback.  -Order food in a restaurant simulation.  -Read map and give directions to partner  -Direct partner (who may be blindfolded) to different locations around class or school.  -Read menu and choose foods that you would like. Also choose foods for others based on their preferences and dietary restrictions.  -listen to traveler describing their travel activities, complete comprehension activities. Based on information, predict other activities that traveler might also like to do.  -Listen to local giving directions from one location to another. Complete comprehension activities and/or draw route described on map given.  -Describe the various foods you ate throughout your trip (using adjectives, with attention to noun-adjective agreement). | | | |
| Resources | | | |
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